

Introductory
Level

READ *and Reflect*

Identifying Strategies
second semester awareness

ENG 123

comprehension



To the Student

Dear Student,

Welcome to *Read and Reflect*. This series will help you improve your reading in English.

There are 32 texts in this book. These texts come from newspapers, magazines, textbooks, brochures, web sites, and message boards.

In *Read and Reflect* you will:

- read about **many different topics**
- learn **reading skills**
- learn **vocabulary**
- discuss **culture**

Each time you read a text in *Read and Reflect* you will follow these steps.

Get Ready to Read

- Think about the topic.
- Look the title and the pictures.
- Ask yourself, "What is the reading about?"

Read

- Read silently.
- Skip over difficult vocabulary words.

Understand the Reading

- Answer the comprehension questions.
- Ask yourself, "What do I know now?"

Remember: Practice your new reading skills every time you read. Read often. The more you read, the better and faster you will read!

We wish you good books, good health, and good times.

Lori Howard and Jayme Adelson-Goldstein

Unit 5

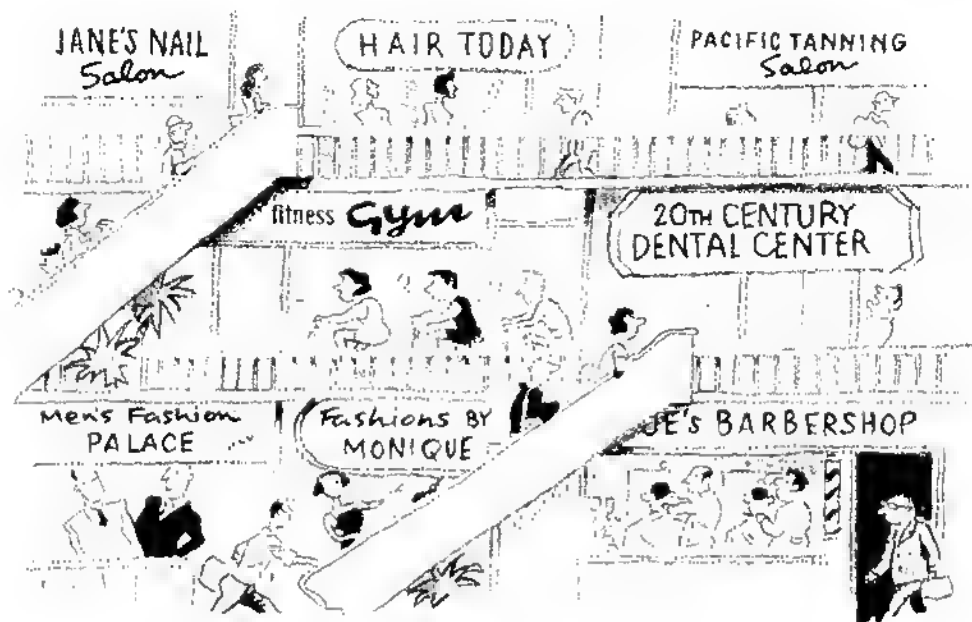
The Business of Beauty

In this unit, you are going to:

- read about beauty in the U.S.
- learn how to preview headings

WHAT DO YOU KNOW ABOUT THE BUSINESS OF BEAUTY?

- A. Work with a partner. Name the businesses in this picture. Why do people go to these businesses? Which of these businesses do you go to?



- B. Think about the questions. Discuss your answers with your classmates.
1. Look again at the picture above. Which of these types of businesses were also popular twenty years ago? Fifty years ago?
 2. Who spends more money today on beauty—men or women, young adults or older adults? Was this different in the past?
 3. Are there more beauty businesses now than in the past? Why or why not?

1 GET READY TO READ ABOUT: Ideas About Female Beauty

- A. Look at the pictures of women's fashion in the U.S. from different time periods. What differences do you see? Discuss your answers with a partner. Then share your answers with your classmates.



- B. Think about women today. What is the ideal of female beauty today? Is there only one? Discuss your answers with your classmates.

2 BUILD YOUR READING SKILLS: Previewing Headings

Introduction

- A. Look at Picture A. Why is this shopper having problems? Then look at Picture B. Why is it easier for the shopper to find things now?



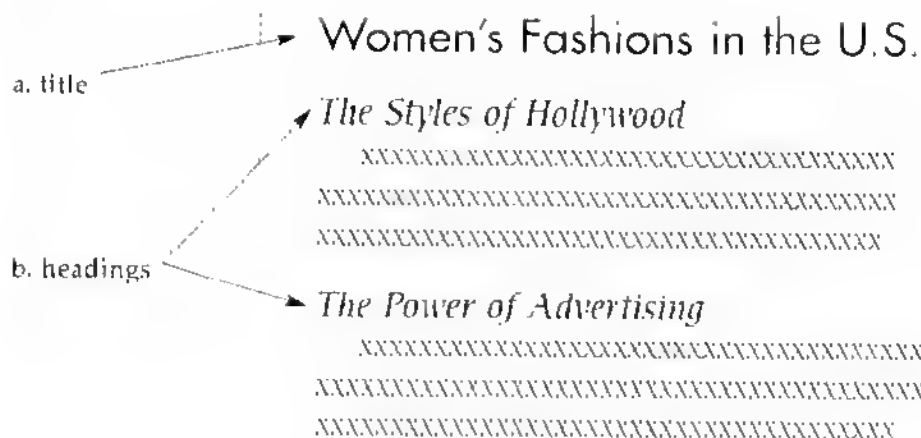
- B. The signs over the aisles in Picture B are similar to headings in a text. Look at the sample text on page 67. How do the headings make it easier to find information?

Reading Skill

Previewing headings gives you information about the parts of a text. The title tells you the topic of the whole text; the headings tell you the topic of each part.

Practice Previewing Headings

Preview the article. Then look at the predictions below. Mark your predictions with an X.



This article might discuss . . .

- ☐ 1. the influence of French fashion in the U.S.
- ☐ 2. the influence of movies on fashion in the U.S.
- ☐ 3. the influence of TV commercials on fashion in the U.S.
- ☐ 4. the influence of magazine ads on fashion in the U.S.
- ☐ 5. the influence of price on fashion in the U.S.

3 WORDS YOU NEED

Read the advertisement. Then guess the definitions of the underlined words below.

Natalia's Beauty Institute

How do you want to look? What is your ideal? You can have this perfect look! Take classes at Natalia's Beauty Institute and learn how to look beautiful!

This week's class: *Beauty Through Cosmetics*

How can you make your eyes, your lips, your skin more beautiful?

Learn to choose and use the right cosmetics.

You can create a beautiful new face!

Next week: *Thin Is In!*

Learn how to lose weight and get a thin body for summer!

- | | |
|------------------------------|--|
| _____ 1. create | a. a perfect example of a person or thing |
| _____ 2. ideal (<i>it</i>) | b. products to use on your face to look good |
| _____ 3. cosmetics | c. style, fashion |
| _____ 4. look (<i>it</i>) | d. not fat |
| _____ 5. thin | e. to make something very special |

4 USE YOUR READING SKILLS

A. Preview the article on page 69. Look at the title, the introductory material, the pictures, the captions, and the headings. Circle your answers.

1. What is the topic of the article?
 - a. art in the U.S.
 - b. famous American movie stars
 - c. American ideas about beauty for women
2. What do the headings tell you about?
 - a. different regions in the U.S.
 - b. different time periods in the U.S.
 - c. different ages of women in the U.S.

B. Use your preview to make predictions about the text. Circle your answers. As you read the article, check your predictions.

1. American women over the years (did / did not) think about their looks.
2. Fashions changed, and the ideal female body also (changed / stayed the same).

5 READ

For women in the U.S. in the 20th Century, the ideal of beauty changed many times. This article from a fashion magazine tells about these changes.

Fashion

American Beauty

The 20th century was a time of great change in the U.S. With every change in the country, the ideal of female beauty also changed. Fashion, cosmetics, and advertising companies influenced these changes. They gave women new ideals to dream about and lots of new products to buy.

The early 20th century



Early in the century, Charles Dana Gibson, an artist, created the "Gibson Girl." The Gibson Girl was tall and thin, and her hair was high

on top of her head. She wore a long skirt with a very small waist. Women looked at Gibson Girl pictures in magazine ads. They liked this ideal and wanted to match it. They wanted to buy clothes and style their hair like the pictures.

In the 1920s women had more freedom, so the ideal changed to match. For the first time, hair and skirts were short. The ideal—the flapper—was thin and boyish. In magazines and movies, flappers wore make-up. Women started to use the same makeup, and cosmetics companies started to grow!



When American men returned from World War II, many people married and started families. At this time, a curvy, soft body was the ideal. The fashion was tight sweaters and skirts with small waists. Women used a lot of make-up and beauty products. Movie star Marilyn Monroe fit the ideal perfectly.

At this time, advertising started to have a greater influence because of television. TV commercials used ideals of female beauty to sell many types of products—cosmetics, cleaning products, and cars!

The 1960s and 70s

In the 1960s and 70s, young people wanted to try a different kind of life. Young women wanted more freedom. In clothing, jeans were the fashion. In cosmetics, the "natural" look was popular—less makeup and straight hair. The ideal body was thin again.



At the end of twentieth century, there wasn't just one ideal of female beauty. This is also true today. Women usually find their own style now. With so many choices today, each woman can be her own ideal!

gave: past tense of *give*

wore: past tense of *wear*

freedom: the ability to say and do the things you want

boyish: similar to a boy

6 UNDERSTAND THE READING

A. Match the ideal to the time period.

Time period

- ___ 1. the early 20th century
- ___ 2. the 1920s
- ___ 3. after World War II
- ___ 4. the 1960s and 70s
- ___ 5. late 20th century and today

Ideal

- a. tight sweaters and curvy bodies
- b. the Gibson Girl
- c. the natural look
- d. many different looks and styles
- e. thin and boyish

B. Circle the correct word in each sentence.

1. The Gibson Girl was tall, confident, and (thin/natural).
2. Flappers wore their hair and their skirts (tall/short).
3. Women used the make-up, and the (advertising/cosmetics) industry started to grow.
4. After World War II, advertising started to have a greater influence because of (television, cosmetics).
5. In the 1960s and 70s, the "natural" look was popular—less (freedom/make-up) and straight hair.
6. With so many choices today, each woman can be her own (movie star/ideal).

C. Work in a small group. Discuss the questions.

1. What are the fashions for women today?
2. Is beauty more or less important in the lives of women today?
3. What are the fashions for men today? Do fashions for men change?
4. Who or what influences your ideas about beauty and fashion? How?

7 WORK WITH THE VOCABULARY

A. In each word set, three words belong together. One word does not belong. Cross out that word.

- | | | | |
|----------------|--------------------|-----------|---------|
| 1. thin | popular | tall | soft |
| 2. skirt | jeans | short | dress |
| 3. advertising | influence | cosmetics | fashion |
| 4. beauty | ideal | look | make-up |

B. Complete the sentences with a word from the box.

a. cosmetics b. create c. ideals d. look e. thin

1. The Gibson Girl was tall and _____, and her hair was high on top of her head.
2. TV commercials used _____ of female beauty to sell many types of products.
3. In the 1960s and 70s, the natural _____ was popular—less make-up and straight hair.
4. In the 1920s, women started to use make-up, and _____ companies started to grow.
5. Women today have many choices. They usually _____ their own style.

C. Choose two of the words from the box in B above. Write a sentence about your own life for each one. Then share your sentences with your classmates.

8 GET READY TO READ ABOUT: A Modeling Career

A. Take the quiz about modeling. Put an X under True or False. Check your answers in the answer key.

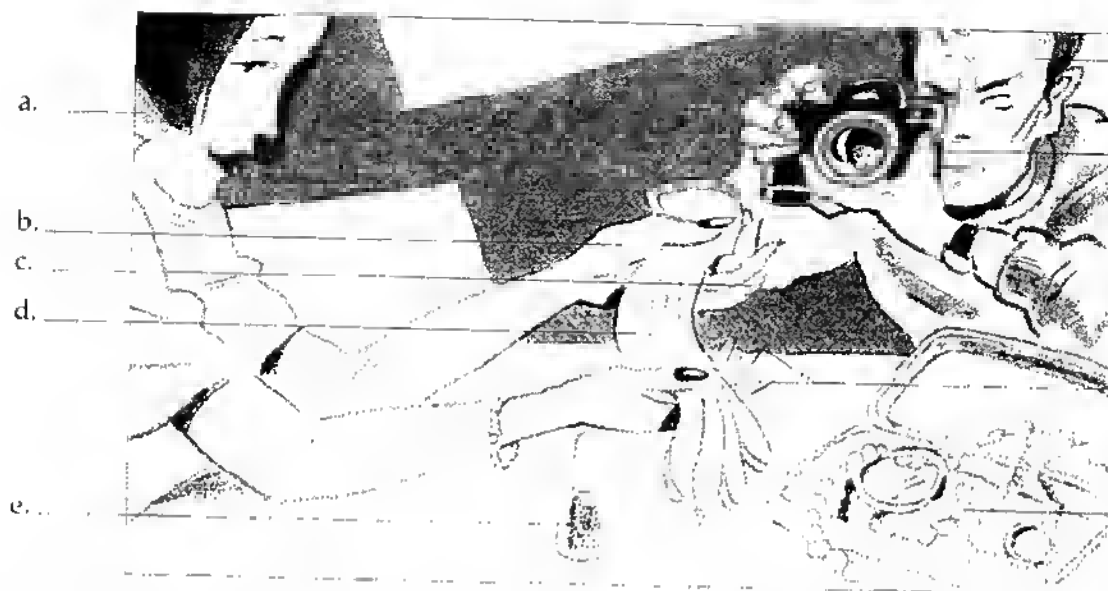
Models & Modeling

True False

1. Models have to be tall and thin.
2. Men can be models.
3. Some models model only their hands or feet.
4. Models need to go to modeling school.
5. Modeling is usually easy work.

B. Match the words to the items in the picture. Check your answers with a partner.

- | | | |
|----------------|------------------|----------------------|
| 1. camera ____ | 2. finger _ | 3. hand _ |
| 4. gloves _ | 5. jewelry ____ | 6. model _ |
| 7. nails ____ | 8. nail polish _ | 9. photographer ____ |



9 WORDS YOU NEED

Read the job center information card on modeling. With a partner, guess the words with a similar meaning to the underlined words. Circle them.

Career: The Job of Modeling

Work description:

A model stands and moves to show clothing or products. He or she works with a photographer in photo shoots, for distance shots and close-up shots.

Getting started in this career:

- Have a resume and a portfolio of photographs. The portfolio should include photographs from modeling jobs.
- An agent is useful. This person can find work for you in magazines, advertising companies, and other businesses.

10 USE YOUR READING SKILLS

- A. Preview the article on page 74. Look at the title, the introductory material, the pictures, the captions, and the headings. Circle your answer.

What is the topic of the article?

- a. Kara Moore's career as a hand model
- b. Kara Moore's opinion of hand modeling
- c. Kara Moore's search for a hand modeling job

- B. Use your preview to make predictions. Mark your predictions with an X. As you read the article, check your predictions.

Which questions does the article answer?

- ☐ a. Is Kara Moore married and does she have children?
- ☐ b. Does Kara Moore know famous models?
- ☐ c. How does Kara Moore take care of her hands?
- ☐ d. Is Kara Moore's work difficult?
- ☐ e. How can readers take care of their hands?

This article in a teen magazine is an interview with an unusual type of model.

Working with Her Hands

By Jamal Edwards

Last week I was in a cafeteria. The woman at the next table had gloves on, and she never removed them. She even had lunch with them on. I needed to know the reason for this, so I asked her. She laughed and explained, "I'm a hand model!" I wanted to know more. This week, hand model Kara Moore sits down for an interview with *Need To Know* magazine and tells me all about it.

The Life of a Hand Model

Need To Know: Hi, Kara. Thanks for making time to talk to me.

Kara Moore: I'm happy to! This is fun.

NTK: First, explain something for our readers. What do hand models do?

KM: Usually, we work in magazine ads and TV commercials. My hands are in ads for dishwashing soap, nail polish, watches, jewelry... all kinds of products.

NTK: Do you ever work in movies?

KM: Sure. Some actresses have bad hands, unattractive hands. Sometimes they need a close-up shot of her hands doing something. They shoot, or take pictures of, my hands instead.

NTK: So tell me—to be a hand model, are beautiful hands enough?

KM: Beautiful hands are just the start! It takes a long time to learn how to do this well. You have to build a portfolio and keep calling your agent. At photo shoots, you need to pay attention and keep still for a long time. You also need to get along well with the photographer and all the people at the photo shoot. All day, every day, you have to be very careful and take good care of your hands.



Kara Moore, hand model

Hand Care Advice from a Professional

NTK: Kara, a lot of our readers want to know. How do you take care of your hands?

KM: As you know, Jamal, I wear gloves most of the time. One scratch or broken nail and I can lose a job.

NTK: Do you avoid certain things?

KM: Housework is very bad for the hands! Also, I'm always careful. Usually, people don't think about their hands. I think about my hands all the time.

NTK: And what do you do to make your hands beautiful?

KM: I always use sunscreen and moisturizers on my hands and nails. I also get help from hand and nail experts. I even do hand exercises!

NTK: Kara, before we finish, do you have any advice on hand care for our readers?

KM: Take care of your hands. You only have two of them!



Kara at work

keep: to continue

keep still: to not move

sunscreen: a product to protect skin from the sun

moisturizer: a product to help skin feel less dry

12 UNDERSTAND THE READING

A. Match the beginning of the sentences to the correct end of the sentences.

- | | |
|---|---|
| ___ 1. Hand models work in commercials | a. when actresses have bad hands. |
| ___ 2. In a photo shoot, models have to | b. build a portfolio. |
| ___ 3. To take care of their hands, hand models | c. keep still for a long time. |
| ___ 4. Hand models work in movies | d. wear gloves and avoid housework. |
| ___ 5. To find good jobs, hand models need to | e. for soaps, nail polish, and jewelry. |

B. Work in a small group. Discuss these questions.

1. Is modeling interesting work? Why or why not?
2. Imagine you want to be a hand model. Think about your usual activities. Which activities will you have to avoid or change?

13 WORK WITH THE VOCABULARY

Read Kara Moore's story below about her life as a hand model. Complete her story with words from the box.

- | | | |
|------------|--------------|-----------------|
| a. career | c. housework | e. photographer |
| b. fashion | d. natural | f. scratch |

Yesterday, I stayed home and did _____. After I finished, my apartment was clean and I felt happy. But then I noticed a _____ on my hand! At that moment the phone rang. It was my agent, and she had a job for me.

"A famous _____ is taking pictures for a _____ magazine, and he wants you! Don't wear nail polish. He wants a _____ look for this photo. This job will be very good for your _____."

I wanted the job, but I thought, "Oh, no! The scratch!" Luckily, they needed a perfect right hand, and the scratch was on my left hand. The job was mine!

Cosmetic Surgery Can Help

Alain Duchamp

Attitudes about cosmetic surgery are different now for a good reason. Cosmetic surgery is different, and the world is different.

Negative opinions about cosmetic surgery are really about cosmetic surgery in the past. People with negative opinions don't understand the changes in cosmetic surgery. Cosmetic surgery today is easier, cheaper, and better. Every year, doctors improve their skills, and now risks are small.

Cosmetic surgery helps people look better. When they look better, they feel better. Men exercise, go on diets to lose

weight, color their hair, buy new clothes. Why is cosmetic surgery any different? Why is hair coloring OK, but not hair replacement? This doesn't make sense.'

Men, the best reason for cosmetic surgery is your career. Today's work world is very competitive. Your looks influence people's opinion of you. Maybe this isn't a good thing, but it's true. Cosmetic surgery can help you, or give you an advantage. It can give you more hair, take away wrinkles, and make you look better. These changes make you feel better about yourself and give you more confidence. This confidence is the real advantage.

risk: the possibility of something bad happening
doesn't make sense: isn't good thinking
competitive: difficult to do well in

Who can answer these questions about Part B with you? Find a partner. Answer the questions.

Focus Questions

1. How is cosmetic surgery different today?
2. According to Mr. Duchamp, what is good about cosmetic surgery?
3. Find the word "advantage" in paragraph 4. Look at the context. What does "advantage" mean?

17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. Complete the chart with information from your part of the article. Circle the writer's opinion. Then give three reasons for this opinion.

Opinion:

- a. Cosmetic surgery is good.
- b. Cosmetic surgery is bad.

Reasons for opinion:

- 1.
- 2.
- 3.

Share Your Information

Who can tell you about the other part of the article? With your partner, find another pair of classmates.

- 1. With your partner, share your answers from the chart above with the other pair of students.
- 2. Add details to support the writer's opinion.

Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your answers with your classmates.

- 1. Which opinion about cosmetic surgery for men do you agree with?
- 2. Do you feel differently about cosmetic surgery for women? Why or why not?

18 REFLECT ON: Beauty

A. Read these questions. Then read one student's answer.

1. Do people think too much about their looks? Explain.
2. Do people spend too much time and money on beauty and fashion? Explain.
3. Do ads for clothing and beauty products influence people? If yes, how much do they influence people?

People don't think too much about their looks. My friends and I think about our looks, but this is normal and fun. We like fashion, and we buy fashion magazines. We like to buy nice clothes. When I look good, I feel good, and I feel happy. Ads don't influence me too much. They give me good ideas, but I make my own decisions.

B. In a small group, discuss the questions.

1. Do you agree with some or all of this student's opinions? Which ones? Why do you agree?
2. Is this student typical or unusual? Why?
3. What are your answers to the questions in A?

C. Now write your own paragraph. Answer the questions in A. Then add some details. You can use the student's paragraph as a model.

Unit 6

Finding the Right Balance

In this unit, you are going to:

- read about finding the right balance in life in the U.S.
- learn to use comprehension questions to preview a text

WHAT DO YOU KNOW ABOUT FINDING A GOOD BALANCE IN LIFE?

- A. Look at the picture. Which student has a better balance in her life? Which student is more like you? Discuss your answers with your classmates.



Sonya

I do my homework only
the morning before class.
I study 20-30 minutes
before each class.
I don't study at all
during the day.
I don't have any
time for fun activities.

I do a little bit every
afternoon.
I study for 15 minutes
before each class.
I don't study at all
during the day.
I don't have a vacation
every year.
I don't have any
time for fun activities.



Linda

- B. Read the questions and circle your answers. Discuss your answers with your classmates.

- How do you like to study?
 - I like to do homework and study for exams at the last minute.
 - I like to do homework and study for exams a little every day.
- What is your ideal work situation?
 - work during the day and have time for fun activities in the evening
 - work at night and have time for fun activities during the day
 - work at home, and mix work with fun activities all day
- What is your ideal vacation?
 - to be relaxed and lazy all day every day
 - to be active all day every day
 - to have some active time and some lazy time

1 GET READY TO READ ABOUT: Finding the Right Balance in a Camping Vacation

A. Look at the picture. How is camping different for each person. How is it the same? Discuss your answers with your classmates.



B. Match the camping items and activities to the typical travel items and activities. Check your answers with a partner.

- | | |
|----------------------|-----------------|
| ___ 1. tent (n.) | a. bed |
| ___ 2. campfire | b. suitcase |
| ___ 3. sleeping bag | c. hotel, motel |
| ___ 4. trail | d. walk (v.) |
| ___ 5. hike (v.) | e. sidewalk |
| ___ 6. backpack (n.) | f. microwave |

C. Work with your partner. You are planning a camping trip. Complete these two lists. Share your answers with your classmates.

Things to Take

1. tent
- 2.
- 3.
- 4.

Fun Things to Do

1. walk
- 2.
- 3.
- 4.

2 BUILD YOUR READING SKILLS: Previewing Comprehension Questions

Introduction

- A. Look at the picture. Why is the announcer asking questions? Discuss this with your classmates.



- B. The announcer's questions are like the comprehension questions at the end of a text. How can comprehension questions help you make predictions about a text?

Reading Skill

Comprehension questions are usually at the end of a text. They help you check how well you understand the text. Before you read a text, preview the comprehension questions. Then as you read the text, underline the answers to the questions.

Practice Previewing Comprehension Questions

Read the comprehension questions below and then read the text. Underline the answers to the comprehension questions as you read.

Camping

You want to go camping. Your first question is: Where can I camp? There are three kinds of campgrounds in the United States: campgrounds in national parks, campgrounds in state parks, and private campgrounds. The U.S. government runs campgrounds in national parks. States run campgrounds in state parks. And companies run private campgrounds.

1. What are the three kinds of campgrounds in the U.S.?
2. Who runs the campgrounds in national parks?
3. Who runs private campgrounds?

3 WORDS YOU NEED

Read the sentences. Guess the meaning of the underlined words. Check your answers after you read the article on page 133.

1. We went camping because we wanted to be closer to nature.
 - a. mountains, trees, rivers
 - b. houses, offices, stores
 - c. buses, trains, cars
2. This hiking trail is very hard, but that's OK. I like challenges.
 - a. silly but fun activities
 - b. difficult but interesting activities
 - c. old but true activities
3. I don't like to camp. I like the comforts of home—a soft bed, a shower, a refrigerator.
 - a. things to make life easier
 - b. things to decorate your home
 - c. things to help you clean
4. My daughter's job is to hike the trails and help people. That's not my job. For me, hiking is only recreational.
 - a. for education
 - b. for fun
 - c. for money

4 USE YOUR READING SKILLS

A. Preview the article on page 85. Answer the questions.

1. What is the topic of the reading?

2. What are the three types of camping?

B. Preview the comprehension questions on page 86 and predict the answers. As you read the article, underline the answers in the text.

5 READ

This article from the travel section of the newspaper is about finding the right balance of comfort and challenge in a camping vacation.

TravelNews

THE CHALLENGES AND COMFORTS OF CAMPING

Which Balance Is Right for You?

Camping vacations help people relax and enjoy nature, but people relax in different ways. Luckily, there are different kinds of camping in the United States. Each offers a different balance of comfort and challenge.

Recreational camping

Recreational camping lets you experience the beauty of nature and also have many comforts.

Recreational campers usually camp in RVs (recreational vehicles) and stay at private campgrounds. This kind of camping can cost a lot. RVs are expensive to buy, but you can rent one for much less money.

Some RVs have all the comforts of home—nice kitchens, bathrooms, living rooms with TVs, and much more. With recreational camping, you can hike, swim, and fish all day and then relax with a movie in the evening.

Tent camping

You don't need an RV to go camping. You can use a tent. Tent campers usually stay at campgrounds in national and state parks. These campgrounds usually have buildings with bathrooms and showers for campers to share. Most tent campers cook their own meals over a campfire

or on a camp stove.

Tent camping is great for families and beginning campers. It combines some challenges with some comforts. Tent camping is less expensive, but you need to buy some equipment—for example, a tent, sleeping bags, and a camp stove.

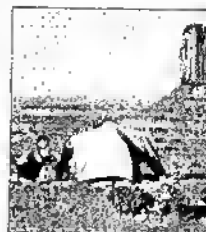
Wilderness camping

With wilderness camping, there are few comforts, no electricity, and no bathrooms.

Wilderness campers don't stay in campgrounds with other people. They go off alone in national or state parks or special "wilderness areas." They carry their own food and equipment, and they sleep in tents or sometimes under the stars.

Sometimes wilderness campers have to deal with the risks and challenges of extreme weather or wild animals. Because there are more risks, wilderness camping is for experienced campers—it is not a good idea for beginners.

Recreational, tent, and wilderness camping each offers a different balance of challenge and comfort. When you plan your camping vacation, choose the right balance for you.



combine: to put together
wilderness: area of land with no people, often with many trees and animals
extreme: very strong or bad

6 UNDERSTAND THE READING

A. Circle the correct answers. For some questions, *more than one* answer is correct.

1. Which type of camping can you usually find at private campgrounds?
 - a. recreational camping
 - b. tent camping
 - c. wilderness camping
2. In which type of camping do campers sleep in tents?
 - a. recreational camping
 - b. tent camping
 - c. wilderness camping
3. Which type of camping usually offers campers shared bathrooms and showers?
 - a. recreational camping
 - b. tent camping
 - c. wilderness camping
4. Which type of camping has the most risks?
 - a. recreational camping
 - b. tent camping
 - c. wilderness camping
5. Which type of camping offers a balance of comfort and challenge?
 - a. recreational camping
 - b. tent camping
 - c. wilderness camping

B. Work in a small group. Imagine the situation and discuss your answers. Then share your ideas with your classmates.

You worked really hard this year. Now it's summer and you're planning a camping vacation. You can do any kind of camping. Think about the different balances of challenge and comfort. Which type of camping do you want to do? Why?

7 WORK WITH THE VOCABULARY

A. Complete the e-mail message with the words in the box. Use each word one time.

- a. challenges b. comforts c. nature d. recreational e. supplies

From: Suzanna Viera
To: Alexa Franklin
Subject: Our family vacation

Hey, Alexa! Your vacation on the beach sounds so relaxing! We're planning our vacation now. Our vacation doesn't sound relaxing.

Last year we went on a _____ camping trip. We rented an RV and stayed in a beautiful campground. That RV had lots of _____, including air conditioning and a DVD player. I loved it! This year, the kids want more _____. For them, a vacation in _____ isn't enough. They want a vacation in the wilderness! So last weekend we packed a tent and lots of _____ and we went on a one-day "practice trip." We learned an important lesson—camping is hard work! Maybe the beach is a better idea!

B. Understand the meaning of the words and phrases from context. Look back at the article on page 85. Choose words from the box with a similar meaning.

- a. be away from other people b. expensive c. not a beginner

	Words in the text	Similar meaning	Paragraph
1.	cost a lot		2
2.	go off alone		6
3.	experienced		7

8 GET READY TO READ ABOUT: Finding the Right Balance in Your Study Habits

A. Take this quiz about your own study habits. Put an X under Yes or No. Discuss your answers with a partner.

Your Study Habits

Yes

No

1. Do you have a good place to study?
2. Do you study every day or week, not just before tests?
3. Do you take breaks when you're studying?
4. Do you get nervous when you take an exam?
5. Do you find time for fun activities?

B. Which of these phrases do you know? Put an X next to them. Ask your classmates about the other phrases, or look them up in a dictionary.

___ study habits

___ make a schedule

___ study break

___ review (for an exam)

___ take an exam

___ take notes

C. Work in small groups. Put the phrases from B into the categories below. Some phrases can go in *more than one* category. Think of other words and phrases for the categories and add them to the chart. Compare your list with the other groups.

Classes

Homework

Studying for exams

9 WORDS YOU NEED

Guess which word is best for the sentences. Compare your answers with a partner.

1. My counselor gave me a good ____: always arrive a little early to class to get the best seat.
a. test b. tip c. break
2. There are many ____ for taking good notes in class. Some people use different colors. Some people use spaces and indents. Some people record the lesson on a tape recorder.
a. techniques b. answers c. results
3. Before an exam, she feels very nervous and worried. She feels ____ about exams.
a. anxious b. lucky c. silly
4. He studies for a long time every day, but he ____ every hour.
a. learns a technique b. is on his own c. takes a break
5. You shouldn't ____ the night before a test. It's better to study a little every day.
a. review b. take notes c. cram

10 USE YOUR READING SKILLS

A. Preview the brochure on page 90 and make predictions. Answer the questions.

1. What is the topic of the text? _____
2. What will the brochure discuss? Mark your predictions with an X.
____ a. study habits
____ b. taking exams
____ c. deciding which classes to take
____ d. finding the right school
____ e. exercises to help you relax

B. Preview the comprehension questions (only the questions) on page 91. Predict the answers. As you read the article, underline the answers to the questions in the text.

11 READ

This college brochure is for new students. It gives students tips on studying with more success.

Finding the Right Balance Between Studying and Fun

Welcome to college! We hope you have a lot of success in your studies, and we want to help you.

The most important thing for a student is good study habits. What are good study habits? The answer is different for each person. This information can help you to find *your* answer.

Which Study Habits Are Best for You?

Think about your study habits. Which work well for you, and which do you want to change? Here are some questions to ask yourself:

When do I study best?

Most people study better during the day, but some people study better at night.

How often do I take study breaks?

Breaks help people relax and focus. There are many relaxation techniques. When your body feels tense, try this relaxation exercise.



Relaxation technique

Where do I study best?

Many people study best alone in a quiet place, but others study better with music on or with other people near them.

What balance do I have between studies and fun?

Does this balance work well for you? Some fun helps you to study better. Too much fun can be dangerous!

Tips for Studying for Exams

Studying for exams can make you feel anxious—nervous and worried. Here are some helpful tips to keep in mind:

Don't cram!

You can't study everything the night before the test. A much better technique is to study a little every day.

Focus on important topics

Most teachers give study guides or review questions to their students before a test. Focus on that material.

Fight negative feelings

It's normal to feel anxious before a test. Try these techniques to help you relax:

Visualization: In your mind, get a picture of the day of the exam. In this picture, you are at your desk. You are taking the test, and you are doing well.

Self-talk: When you feel anxious, stop and say, "I know the material. I can do well." Positive self-talk can help you feel confident.

Studying and taking tests can be easier when you have good study habits. Try all these techniques then choose the right ones for you. Remember to balance your studies with relaxation and fun activities. Good luck!

tense; not relaxed. still

keep in mind; always remember

12 UNDERSTAND THE READING

A. Circle the correct answer.

1. What are good study habits for college students?
 - a. Always study with friends.
 - b. Never study with music on.
 - c. They are different for each student.
2. What question should you ask yourself about your study habits?
 - a. When do I study best?
 - b. Why do I need to study?
 - c. Which classes should I study for?
3. How can study breaks help you?
 - a. They can help you to remember information.
 - b. They can help you get exercise.
 - c. They can help you relax.
4. When you study for an exam, how can you fight negative feelings?
 - a. Cram for the exam.
 - b. Use visualization.
 - c. Don't review.
5. When should you move your shoulders in a circle?
 - a. when you need to relax
 - b. when you cram for an exam
 - c. when you find time for fun activities

B. Think about your study habits. Which habits are good? Which habits do you want to change? How can you change your bad study habits? In your notebook, write down three of these habits. With a partner, discuss them. Then write your answers.

Example: *I start studying after dinner. → I want to start studying in the afternoon.*

13 WORK WITH THE VOCABULARY

Match the words and their descriptions.

- | | |
|-----------------------|--|
| <u>a</u> 1. anxious | a. Marion wants to remember material, so she writes it down. This is her way to review. |
| _____ 2. cram | b. Takeshi is studying, but he stops every hour for a few minutes. |
| _____ 3. take a break | c. Shawna didn't study much this semester. She has to study all night for the test tomorrow morning. |
| _____ 4. a technique | d. In exams, Martina feels nervous and worried and her body gets tense. |

14 GET READY TO READ AND SHARE

Work with a partner. Look at the picture and read the situation. Discuss the questions. Then share your answers with your classmates.

Jessica works in an office. She's good at her job, but it doesn't interest her. She likes to be outside, to work with people, and to be active. Jessica wants to change jobs to balance her work life and her interests. Which job is best for Jessica? Why?



15 USE YOUR READING SKILLS

- A. You are going to read one part of a magazine article about finding the right balance in work. Read the beginning of the article below. Then answer the questions.

Balancing Work and Interests

WHICH JOB IS RIGHT FOR YOU?

Do you need to find a better balance between your work life and your interests? You are not alone. Many people feel this way. Sometimes, finding a good balance means making a change in your job or your life, or both! The people in these stories changed their lives to find that perfect balance between work and interests.

1. Is it unusual for people to want a better balance between their work lives and their interests?
 2. What kinds of changes do people sometimes make to find that balance?
- B. First, preview Part A of the article and the Focus Questions on page 93. Second, preview Part B of the article and the Focus Questions on page 94. Then answer the questions below.
1. When Octavia changed her life, what did she do?
 2. When Alayne and Steve changed their lives, what did they do?

Now choose one part of the article to read. Read Part A on page 93 or Part B on page 94.

16 READ PART A

Two Years in Africa

Octavia was a physics¹ student at a college in Texas. She liked physics and wanted to use her skills, but physicists² usually work on computers in offices. Octavia wasn't ready to sit at a desk all day every day. She was young and full of energy. After graduation, she wanted to use her skills, but she also wanted adventure.³

One day, there was a sign in the Student Center for the Peace Corps. The Peace Corps is a United States government organization. It sends volunteers to other countries to help people in different ways. Peace Corps volunteers teach, help farmers, and train people to use computers. Octavia went to a meeting to learn more about it. The day after graduation, she joined the Peace Corps!

Octavia went to Niger, in Africa. She taught physics in a high school. She also helped repair buildings in the town. She even helped farmers build better farm equipment. Octavia used her physics skills in very interesting ways. She worked hard, but she also visited beautiful places and met wonderful people.

After two years in Niger, Octavia was an experienced physicist. She returned to the United States and found a job with a small company. Her company makes products to help communities around the world. Octavia works in an office, but she also travels a lot. Octavia found the perfect balance between her work and her interests.



Volunteering in Africa

physics: the science of natural forces like light, sound, and weight

physicist: an expert in physics

adventure: excitement and unusual activities

repair: to make an old or damaged thing useful again

Who can answer these questions about Part A with you? Find a partner. Answer the questions.

Focus Questions

1. Why didn't Octavia want to get a job as a physicist?
2. How did she use physics in Niger?
3. What does she do now?

The Rolling Dog Ranch Animal Sanctuary

Alayne and Steve both loved nature and animals, but they worked long hours in an office. They lived in Seattle, Washington, and worked for a large company. Their jobs were OK and they earned a lot of money, but they didn't feel satisfied.¹ They needed to make money, but they also wanted to work with animals.



Working with animals

One summer, Alayne and Steve went on a hiking vacation in Montana. There was an ad there: Land For Sale. They decided to buy the land and live on it when they retired.² They planned to start a sanctuary³ for animals. Back in Seattle, Alayne and Steve thought about their land and their plan. They asked themselves, "Why wait?" They decided to go to Montana that same year!

Soon Alayne and Steve were in Montana—with dogs, cats, chickens, sheep, cows, donkeys, horses, and pigs. They call their home *The Rolling Dog Animal Sanctuary*. The animals at the sanctuary are old and sick. Some of them are disabled⁴ in some way—for example, they can't see, hear, or walk. Alayne and Steve care for these animals, and they are safe and happy.

Alayne and Steve love *The Rolling Dog Animal Sanctuary*. They earn less money, but they work with animals. Their lives finally have the right balance, and they feel satisfied.

¹satisfied: the feeling of having enough, happy

²retire: to stop working, usually because of age

³sanctuary: safe place

⁴disabled: not able to use a part of the body well

Who can answer these questions about Part B with you? Find a partner. Answer the questions.

Focus Questions

1. How did Alayne and Steve feel about their jobs in Seattle?
2. What do they do at *The Rolling Dog Animal Sanctuary*?
3. How do they feel now? Why?

17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. Complete the chart with information from your story.

Title of the story: _____

1. Who is the story about?
2. What was the situation at the beginning of the story?
3. What did she/they do about the situation?
4. What was the situation at the end of the story?
5. What kind of balance did she/they find?

Share Your Information

Who can tell you about the other story? Find another pair of classmates.

1. With your partner, tell the other pair of students about your story. Use the chart above.
2. Add some other details from your story.

Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your answers with your classmates.

1. Do people have to change jobs to find a good balance in life?
2. What other kinds of changes can people make to find a good balance?

18 REFLECT ON: Finding the Right Balance

A. Read these questions. Then read one student's answers.

1. Did you, a friend, or a family member do something to get a better balance in life? Who?
2. What was the situation before?
3. What did this person do to change it?
4. What was the result?

I am a quiet person. In the past, I never talked much at parties. I stayed home a lot, but I wanted to go out and have fun. I wanted more friends, but I was afraid to talk to people. Then I went to an acting class. This was a big challenge for me, but I decided to do it. I was very anxious in the beginning, but the class was fun and I found new friends. Now, I am much more comfortable with people. Sometimes I still stay home, but I also go out with my friends a lot. My life has a good balance now, and I'm happy.

B. In a small group, discuss the questions.

1. How was this student's life not in balance?
2. What did he do about it?
3. In what ways is his life more balanced now?

C. Now write your own paragraph. Answer the questions in A. Then add some details. You can use the student's paragraph as a model.

17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. Complete the chart with information from your story.

Title of the story: _____

1. Who is the story about?
2. What was the situation at the beginning of the story?
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5. What kind of balance did she/they find?

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1. With your partner, tell the other pair of students about your story. Use the chart above.
2. Add some other details from your story.

Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your answers with your classmates.

1. Do people have to change jobs to find a good balance in life?
2. What other kinds of changes can people make to find a good balance?

Unit 7

That's Entertainment!

In this unit, you are going to:

- read about entertainment in the U.S.
- learn how to ask questions while you read

WHAT DO YOU KNOW ABOUT ENTERTAINMENT IN THE U.S.?

- A. Look at this page from a newspaper. Which activities interest you? Which activities don't interest you? Discuss your answers with a partner.

Entertainment News

Activities Around Town This Weekend

Film

Classic Film Festival. Fri.-Sun. See the *Movie Reviews* section for a complete listing.

Sports

High School Football: Come to Springer Field and cheer for the Tigers! Friday, 8 p.m. \$10 at the gate. (Also broadcast on Channel 73)

City League Soccer: Game on Sunday, noon, Simms Field. Want to play? \$5 to join, come to practice Sat., 9 a.m.

Music

The Angry Puppy Band: Baxter Ballroom, Friday, 9 p.m. Tickets on sale at the box office. \$30 in advance, \$35 at the door.

Concert in the Park—*Oak Valley Band*: Mariposa Park, Saturday, 2 p.m. Free.

Theater

The Three Sisters: Westbury Community Theater. Saturday, 8 p.m. \$12 at the door.

- B. Think about these questions. Discuss your answers with your classmates.

1. What do you often do for entertainment when you are by yourself? What do you do with family and friends?
2. What is your favorite type of entertainment? Why?

1 GET READY TO READ ABOUT: Watching Television

A. Take this quiz. Guess the answers.

TV Viewing Habits in the United States

1. How many homes have at least one TV? a. 50% b. 78% c. 99%
2. How many 8–12-year-olds have TVs in their rooms? a. 21% b. 46% c. 65%
3. How many hours a day do 8–17-year-olds watch TV? a. 2 b. 3 c. 5
4. How many hours a day do adults watch TV? a. 1–2 b. 3–4 c. 5–6

B. Which of these words and phrases about TV do you know? Put an X next to these words. Ask your classmates about the other words, or look them up in a dictionary. Then add two words.

___ TV set

___ TV station

___ TV program (TV show)

___ remote control

___ commercial

___ TV viewers

2 BUILD YOUR READING SKILLS: Asking Questions While You Read

Introduction

A. Look at the cartoon. What is the woman asking herself? Why?



B. How can asking questions about a text help you understand it?

READING SKILL

Asking questions while you read helps you make predictions. Read one part of the text. Then ask yourself: *What did I learn? What will the next part be about?*

Practice Asking Questions While You Read

- A. Read the first paragraph. Make a prediction about the next part. Circle your answer. Then read the next part and check your answer.

The Problems with Television

Educational television programs like Sesame Street are very good for children. They help young children learn. Television can also have a bad influence on children. This paper discusses some of the problems with TV for children.

What will the next part discuss?

- a. a children's program on TV
- b. a bad thing about TV for children

Children need to be active. They need to play outside and spend time with other children. Some children spend many hours in front of the TV and don't get enough exercise. This can cause children to gain weight and become fat. Childhood obesity, or very high weight, is increasing in the United States. TV is part of this problem.

- B. What might the next part of the text in A be about? Discuss your predictions with your classmates.

3 WORDS YOU NEED

Read the sentences. Guess the meaning of the underlined words. Circle the word with a similar meaning. Check your answers after you read the article on page 134.

1. Experts have many concerns about TV. For example, when children watch too much TV, they don't get enough exercise.
a. worries
b. studies
c. activities
2. One of the harmful effects of TV is childhood obesity. Children don't play enough, and they gain weight.
a. reasons
b. results
c. decisions
3. Some children don't like to watch TV, but the average child watches TV a lot.
a. typical
b. young
c. teenage
4. Many TV programs show too much violence. These programs can give children wrong ideas about behavior.
a. guns, fighting, and death
b. comfort, challenge, and risk
c. tips, techniques, and information
5. The people on TV shows usually have a lot of money. In reality, most people don't have a lot of money.
a. real life
b. life on television
c. childhood

4 USE YOUR READING SKILLS

A. Preview the article on pages 101–102 and make predictions. Answer the questions.

1. What is the topic of this article? _____
2. Under which heading of the article will you find this information?
a. Many people watch TV. Surveys on TV Viewing Habits
b. TV can give us a lot of useful information. _____
c. TV has many bad programs for children. _____

B. Read the article on page 101. As you finish each part, make a prediction about the next part. Then read the next part and check your prediction.

TV is an important part of life in the U.S., but is this good or bad? This article from a popular news magazine looks at the effects of television.

The Effects of Television: *Negative or Positive?*

Television is the most popular type of entertainment in the United States. Because TV is so popular, it is important to learn about TV viewing habits and to understand the effects of TV on people's lives.

1. What will the next part discuss?
 - a. other popular types of entertainment
 - b. facts about TV viewing habits

Surveys on TV Viewing Habits

Information from surveys about TV viewing habits in the United States is interesting. Almost every home has a TV set; many homes have several. Some children watch many hours of TV every day, but the average child watches about 3 hours a day. The average adult watches even more. What is the result of all this TV viewing? Some scientists are studying this, and they have real concerns about it.

2. What will the next part discuss?
 - a. opinions about TV programs
 - b. concerns about TV viewing

TV Viewing in the United States

- Homes with one or more TVs: **99%**
- Homes with three or more TVs: **66%**
- 8–12-year-olds with a TV in their room: **46%**
- 13–17-year-olds with a TV in their room: **56%**
- Average hours of TV viewing for children: 3 a day (20 a week)
- Average hours of TV viewing for adults: 3–4 a day (25 a week)

Source: Center for Media Literacy

The Negative Effects of TV

The biggest concern for scientists is time. American spend many hours a day in front of the TV. When people watch too much TV, they don't have balanced lives. They don't exercise, read, or spend enough time with friends and family.

Another concern is violence. Many people don't want guns, fighting, and death in their living rooms. In their opinion, violence on TV gives children wrong ideas. In reality, violence is not acceptable in most situations, but TV makes it seem acceptable and normal. This can lead to behavior problems at school.

3. What will the next part discuss?
 - a. some good things about TV
 - b. more concerns about TV

Of course, children do not have to watch programs with violence in them. There are many other options.² TV has many interesting and educational programs for children and adults.

continued

acceptable: allowed, good for a situation
option: choice

The Positive Effects of TV

Television can have positive effects on people's lives. It can be informative and educational. With so many TV channels, people can get lots of information about many topics. On TV, people learn about other cultures, other places, and other times in history. It gives viewers a bigger and better understanding of people and ideas.

TV also provides relaxation and entertainment for very little money. Relaxation and entertainment are important for health and happiness.

Television offers people many entertainment and information options. But, people must make their own decisions about the types of entertainment and information on their TVs. Their choices can have both positive and negative effects on themselves and their children. When people make good choices about television viewing, the positive effects will certainly be greater than the negative effects.

6 UNDERSTAND THE READING

A. Complete the chart with words from the box.

a. educational b. entertaining c. informative d. relaxing e. ~~unhealthy~~

Example

Effect

- | | |
|--|--------------------|
| 1. Their kids watch TV shows with a lot of violence. Now, their behavior in school is not good. | TV can be <u>e</u> |
| 2. Danilo had a long, difficult day at work. Now he's home and can watch some TV. | TV can be ____ |
| 3. Tonight's program is really funny. The whole family is laughing. | TV can be ____ |
| 4. Yesterday, Paul watched a show on Cuban cooking. Now he's cooking some Cuban food. | TV can be ____ |
| 5. My husband and I want to travel to Egypt. We watched a show about Egypt last night, and it answered a lot of our questions. | TV can be ____ |

B. Look back at the quiz on page 98. Answer the questions again using the information from the article.

C. Think about the information in the article and your own TV viewing habits. Then work in a small group and answer the questions.

1. Do Americans watch too much TV? Why or why not?
2. About how many hours a day do you watch TV? Is that too much?
3. What are some positive and negative effects of TV in your life?

7 WORK WITH THE VOCABULARY

- A. Look at the table of contents from a magazine for parents. Complete the titles of the articles with words from the box. The descriptions of the articles can help you.

a. average b. concerns c. effect d. reality e. violence

Good Parents Magazine

This month's topic: **Some ____ About Children and ____ Television Today**

Parents today worry about television. Do experts also worry? We find out.

- Page 3 Does the ____ Child Watch Too Much Television?
Does the typical child spend too much time in front of the TV?
We compare school kids across the United States and talk to experts.
- Page 10 Does ____ on TV Have a Negative ____ on Children's Behavior?
People on TV hurt each other. Kids see this. What's the result?
Psychologists give their opinions.
- Page 21 TV Life and ____ Are Children Getting a Wrong Idea about Real
Life from TV?
We ask kids for their ideas about money, homes, and jobs—are they
the same on TV as in real life?

- B. Complete the chart with the missing adjectives and nouns. Look back at the article on pages 101–102 to find the correct forms.

Noun	Adjective	Paragraph
1. entertainment	entertaining	1
2. balance		3
3.	real	4
4. education		6
5. information		6

- C. Choose two of the missing words from B. Write a sentence for each one. Then share your sentences with your classmates.

8 GET READY TO READ ABOUT: Small-town Entertainment

A. Which activities do you enjoy? Mark your answers with a tick mark work in a small group and survey the other students. Record all the with tick marks (√). Share your results with the class.

Do you enjoy . . .

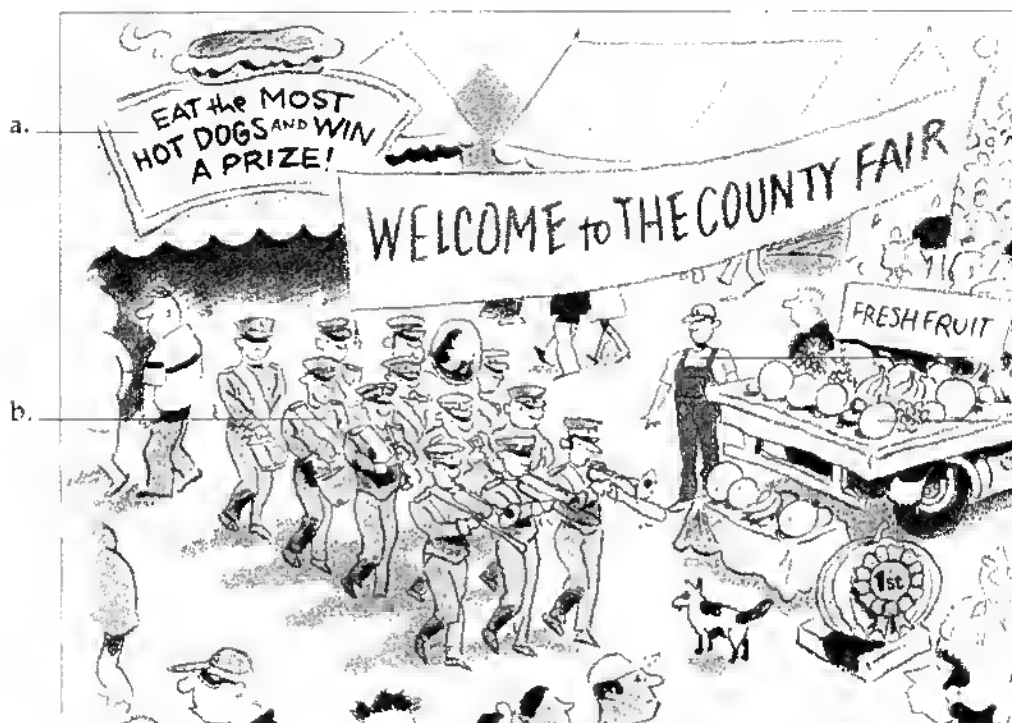
Yes

No

1. playing sports
2. going dancing
3. doing arts and crafts
4. going hiking and camping
5. going to the movies
6. going to sports events

B. Match the words to the people and things in the picture. Guess the a Check your answers after you read the article on pages 105–106.

1. band ____ 2. contest ____ 3. crops ____ 4. farmer ____



9 WORDS YOU NEED

Read the definitions. Then complete the sentences with the correct definition.

- | | |
|----------------|--|
| a. boring | not interesting |
| b. event | any planned, special thing, like a football game or a play |
| c. opportunity | a special chance to do something |
| d. lose | to not win |

1. In high school, he had the ____ to sing in a big contest. He won first prize!
2. The fair is opening next week! It's a big ____ in our town.
3. I like to go to the football games at the high school. Sometimes they win and sometimes they ____, but it's always a fun evening.
4. She likes to play sports and watch games. For her, movies and theater are not interesting. They are ____.

10 USE YOUR READING SKILLS

A. Preview the article on pages 105–106 and make predictions. Answer the questions.

1. What is the topic of this article? _____
2. Is the writer from a big town or a small town? _____

B. Read the article. As you finish each part, read the questions and circle a prediction. Then read the next part and check your prediction.

11 READ

In this tourism magazine, writer Annie Srisai remembers her life in a small town and discusses her favorite activities.

Big Fun in a Small Town

I was born in a small town, but now I live in a city. My friends here sometimes ask me: Is life in a small town boring? I always answer, No! In a small town, there are many entertaining activities. People do these activities together, and that makes the community stronger. A good example of this is high school football.



1. What will the next section discuss?
 - a. high school football as entertainment
 - b. stories of high school football players

Our high school football team plays every Friday night in the fall. The whole town comes to the football field—not just the students and their families, but everyone. The band and the cheerleaders help people cheer on¹ the team. Winning is important, but even when the home team loses, the game is an opportunity to talk to friends and have fun together.

High school football games happen every week, but another fun activity, the county fair, only happens once a year.

2. What will the next section discuss?

- a. activities at the county fair
- b. the dates and times of the county fair

The big event of the summer in my community is the county fair. In the past county fairs were places for farmers to show and sell their crops and animals. Today, they are much more! At today's county fairs you can still find prize-winning animals and crops, but you can also find crafts, lots of food, rides, games, and many exciting contests.

County fairs are like their communities. When communities change, county fairs change. County fairs across the United States now have even more kinds of crafts and foods because of the immigrants in their communities. For example, in my community, there are now a lot of people from Thailand. At the fair, they perform² beautiful Thai dances. People love to watch the dances. In fact, people in our community enjoy many types of theater and shows.

3. What will the next section discuss?

- a. theater and shows in a small town
- b. immigrant groups in small towns

The community theater in my town is very popular. My whole family worked at the community theater, and my parents still work there. The community theater gives people in the town the opportunity to be actors and to entertain lots of people in the community. Sometimes, actors or musicians from other towns come to the theater. They perform for one or two nights, and almost everybody goes to see them.

Some people say: Life in a small town is too boring. Well, those people never visited MY town. My mind is full of wonderful memories³—memories of high school football games, county fairs, theater, and memories of being part of a community.

¹ cheer on: shout and show support for

² perform: to do a show for other people

³ memories: things that you remember

12 UNDERSTAND THE READING

A. Circle the correct answer.

1. The writer thinks activities in small towns _____.
 - a. are not very interesting
 - b. give people a feeling of community
 - c. are very similar to activities in cities
2. High school football games are important because _____.
 - a. people in the community can get together, talk, and have fun
 - b. players can cheer on the band and cheerleaders
 - c. schools use the money for books and other supplies
3. County fairs today are different from early county fairs because _____.
 - a. fairs today have farm products
 - b. fairs today have rides and games
 - c. fairs today are in cities
4. Community theater is _____.
 - a. a place for high school football games
 - b. a place for farmers to sell their crops
 - c. a place for people in the town to be actors for fun

B. Work in a small group. Discuss these questions.

1. Which has more entertaining activities—a small town or big city?
2. Which has a greater feeling of community—a small town or big city?
3. Which do you prefer—small towns or big cities? Why?

13 WORK WITH THE VOCABULARY

Circle the correct word in each sentence. Check your answers with a partner.

1. This play is very (boring/entertaining). I'm not interested in it at all. Let's leave.
2. July 4th is a big (event/opportunity) in our town. We plan many special activities and have fun contests for the kids.
3. Sammi is a very good dancer, but in our small town she doesn't have many (opportunities/prizes) to perform. She's moving to the city.
4. My father is always in the hot dog eating contest. Every year, he tries to win, but he always (wins/loses).

14 GET READY TO READ AND SHARE

Read the movie advertisement. Guess the meaning of the underlined words. Discuss your answers with your classmates.



15 USE YOUR READING SKILLS

A. You are going to read a review for the movie *Jaws*. First, read the summary of the movie from a movie Web site below. Then answer the questions.

A screenshot of a movie website for 'Jaws'. The website has a menu bar with 'File', 'Edit', 'View', 'Tools', and 'Help'. Below the menu bar are navigation buttons: 'Back', 'Forward', 'Stop', 'Refresh', and 'Home'. On the left is a small image of the movie poster for 'Jaws'. To the right of the image, the title 'Jaws' is displayed. Below the title, the text reads: 'Year: 1975 Director: Steven Spielberg Category: Adventure/horror'. Then, 'Main characters:' is followed by 'Actor Roy Scheider, as Police Chief Martin Brody', 'Actor Robert Shaw, as boat captain Quint', and 'Actor Richard Dreyfuss, as shark expert Matt Hooper'. Finally, 'The Story:' is followed by a paragraph: 'A shark attacks and kills a teenage girl near the town of Amity. The Amity Police Chief wants to close the beach, but the people in the town government want to keep the beach open. Many tourists come to Amity for vacation every summer, and the town doesn't want them to leave. The beach stays open, and the shark kills again. Now the town must do something. They hire Quint to kill the shark. Quint, Brody, and a shark expert, Hooper, go out in Quint's boat to find the shark. Can they save the town of Amity from the killer shark?'.

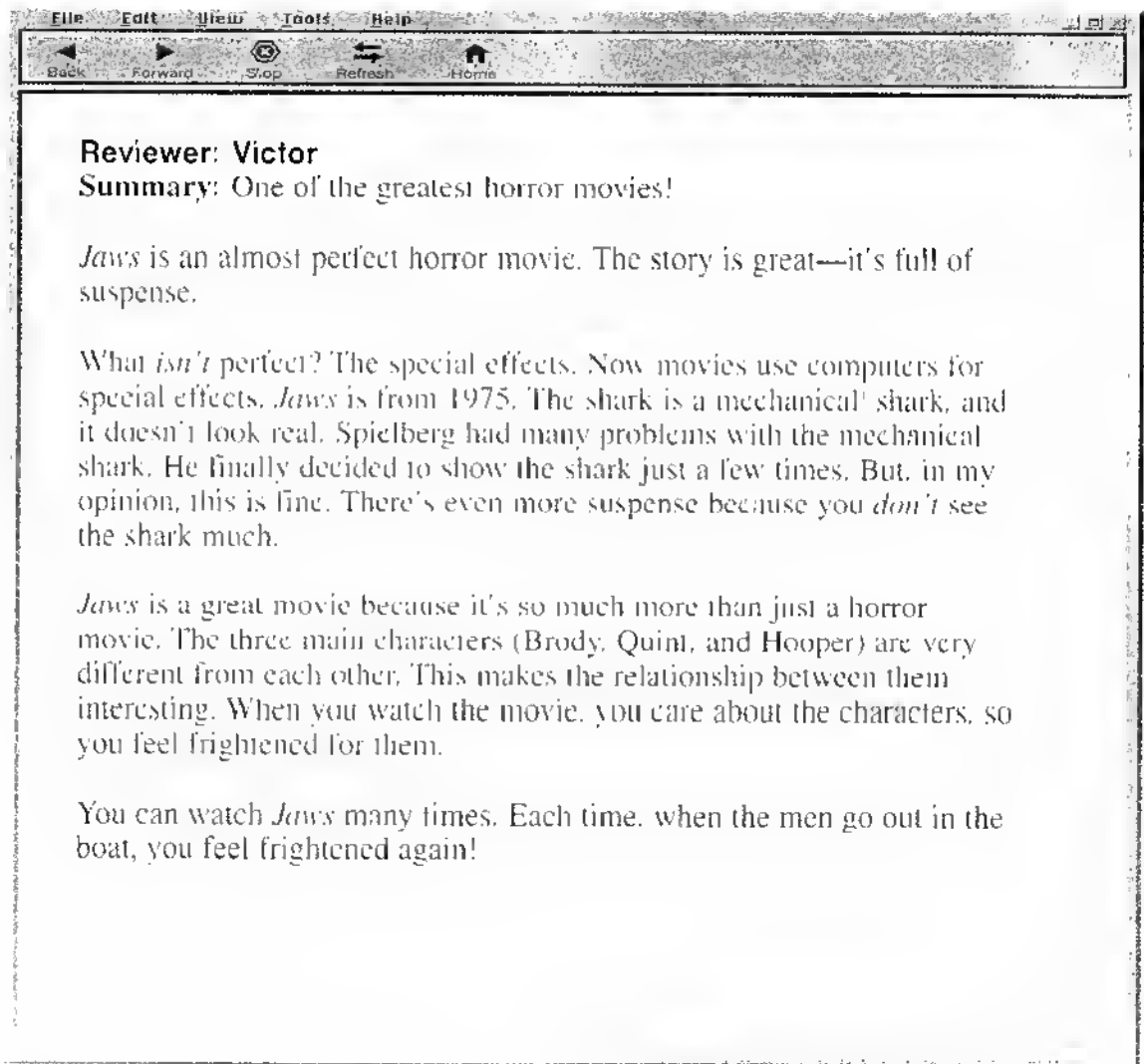
1. Why doesn't Amity want to close its beach?
2. Who is Quint? What did the town hire him to do?

B. Preview Review A and Review B on pages 109 and 110. For each review, look at the reviewer line, summary line, and the focus questions. Then answer these questions.

1. What is Victor's opinion of *Jaws*?
a. positive b. negative
2. What is Erik's opinion of *Jaws*?
a. positive b. negative

Now choose one review to read. Read Review A on page 109 or Review B on page 1

16 READ REVIEW A



The screenshot shows a web browser window with a menu bar (File, Edit, View, Tools, Help) and a toolbar (Back, Forward, Stop, Refresh, Home). The main content area displays a movie review for *Jaws*. The review is titled "Reviewer: Victor" and "Summary: One of the greatest horror movies!". The text of the review is as follows:

Jaws is an almost perfect horror movie. The story is great—it's full of suspense.

What *isn't* perfect? The special effects. Now movies use computers for special effects. *Jaws* is from 1975. The shark is a mechanical shark, and it doesn't look real. Spielberg had many problems with the mechanical shark. He finally decided to show the shark just a few times. But, in my opinion, this is fine. There's even more suspense because you *don't* see the shark much.

Jaws is a great movie because it's so much more than just a horror movie. The three main characters (Brody, Quint, and Hooper) are very different from each other. This makes the relationship between them interesting. When you watch the movie, you care about the characters, so you feel frightened for them.

You can watch *Jaws* many times. Each time, when the men go out in the boat, you feel frightened again!

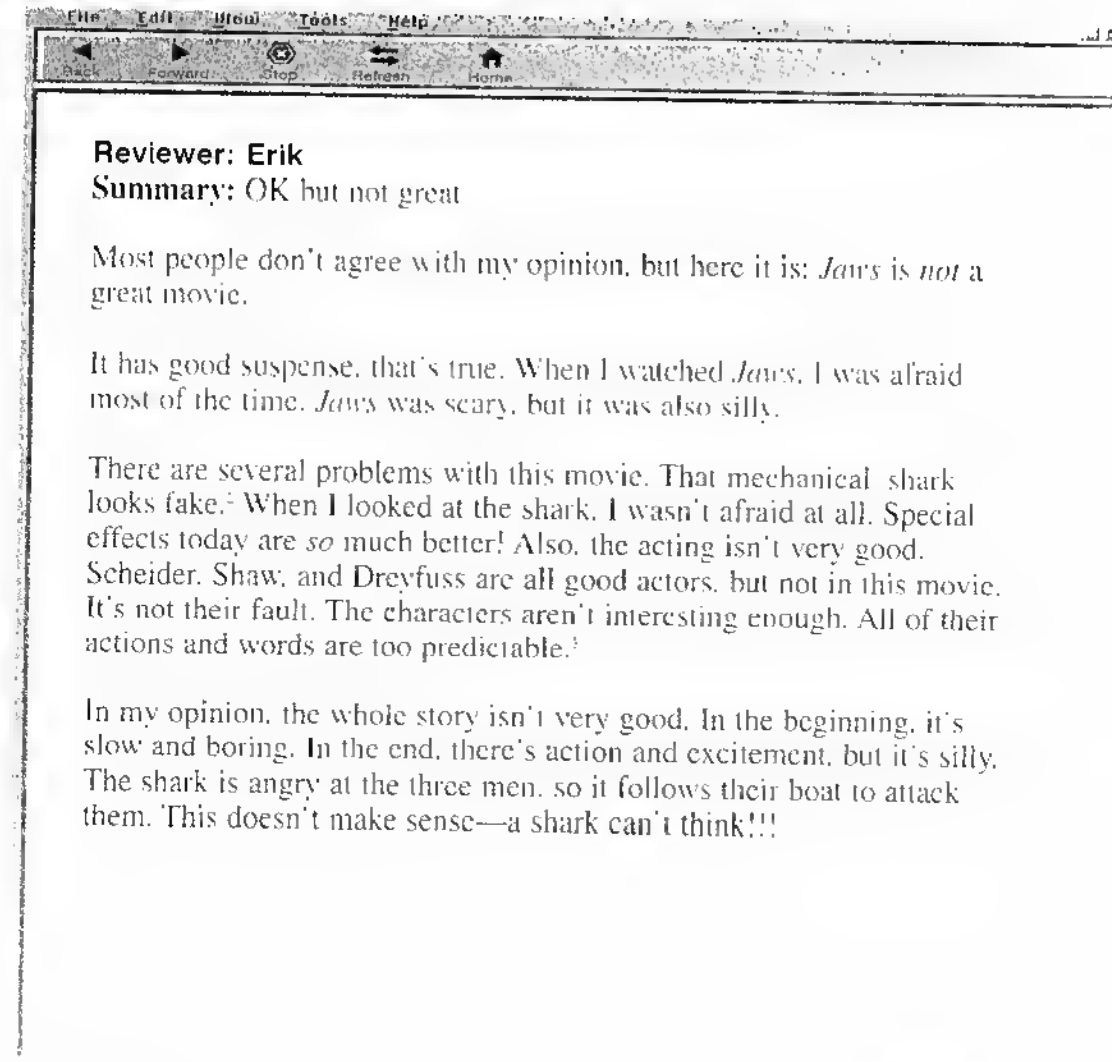
mechanical: machine

Who can answer these questions about Review A with you? Find a partner. Answer the questions.

Focus Questions

1. What isn't perfect about *Jaws*? Why?
2. What makes *Jaws* a suspenseful movie?
3. What makes *Jaws* a great horror movie?

16 READ REVIEW B



The screenshot shows a web browser window with a menu bar (File, Edit, View, Tools, Help) and a toolbar (Back, Forward, Stop, Refresh, Home). The address bar is empty. The main content area displays a movie review for *Jaws*. The reviewer is Erik. The summary is "OK but not great". The review text is as follows:

Most people don't agree with my opinion, but here it is: *Jaws* is *not* a great movie.

It has good suspense, that's true. When I watched *Jaws*, I was afraid most of the time. *Jaws* was scary, but it was also silly.

There are several problems with this movie. That mechanical shark looks fake.¹ When I looked at the shark, I wasn't afraid at all. Special effects today are *so* much better! Also, the acting isn't very good. Scheider, Shaw, and Dreyfuss are all good actors, but not in this movie. It's not their fault. The characters aren't interesting enough. All of their actions and words are too predictable.²

In my opinion, the whole story isn't very good. In the beginning, it's slow and boring. In the end, there's action and excitement, but it's silly. The shark is angry at the three men, so it follows their boat to attack them. This doesn't make sense—a shark can't think!!!

¹ mechanical: machine

² fake: not real

³ predictable: always doing expected things

Who can answer these questions about Review B with you? Find a partner. Answer the questions.

Focus Questions

1. What is good about *Jaws*?
2. What problems does *Jaws* have?
3. What doesn't make sense about the movie?

THINK AND SHARE

Organize Your Thoughts

Work with your partner. Put an X in the correct column of the chart for your review.

Review of *Jaws*

Good Bad

1. The movie in general
2. The suspense
3. The story
4. The special effects
5. The characters and the acting

Share Your Information

Who can tell you about the other review? Find another pair of classmates.

1. With your partner, share your answers from the chart above with the other pair of students.
2. Explain the reviewer's reasons for each point. Do the reviewers agree on any points?

Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your answers with the class.

1. Do you want to see *Jaws*, for the first time or again? Why or why not?
2. Why do people like suspenseful movies? What are some examples of each type?
3. Are movies better with special effects or without them? Why?

18 REFLECT ON: Entertainment

A. Read these questions. Then read one student's review.

1. What movie did you see recently? Where did you see it?
2. What is the story?
3. Did you like the movie? Why or why not?
4. What is good about the movie? What is bad about it?

I watched the movie *Alexander* last week. I watched it at home. It is about a famous leader in history. I like history, so I wanted to see it. It was not good. The movie story was very different from the real story of Alexander the Great. The other characters were also very different from history, but the acting was OK. The special effects were good. The fighting looked real. This is a good action movie, but it is NOT a good history movie.

B. In a small group, discuss these questions.

1. Did the student like the movie? Why or why not?
2. What was good about it? What was not good?

C. Now write your own review. Answer the questions in A. Then add some details. You can use the student's review as a model.

The Comforts of Home

In this unit, you are going to:

- read about homes in the U.S.
- learn how to scan a text for specific information

WHAT DO YOU KNOW ABOUT HOMES IN THE UNITED STATES?

- A. Work with a partner. Look at the ad and the floor plan for an apartment. What do the abbreviations in the ad stand for? Is this a good apartment for you? Why or why not?

<p>REAL ESTATE LISTINGS</p> <p>Nice Apt, Good Location</p> <p>2BR, 1BA, eat-in-kit, LR, DR, near transp., stores, parks, schools. Available now. Call 555-1395</p>	
---	--

- B. Complete the survey. Mark one choice in each item with an X. Share your answers with your classmates.

Home Preferences Survey

I prefer to live in . . .

- | | |
|---|---|
| 1. <input type="checkbox"/> an apartment. | <input type="checkbox"/> a house. |
| 2. <input type="checkbox"/> a quiet location. | <input type="checkbox"/> a convenient location. |
| 3. <input type="checkbox"/> a comfortable home. | <input type="checkbox"/> a beautiful home. |
| 4. <input type="checkbox"/> an area with lots of privacy. | <input type="checkbox"/> a busy area. |
| 5. <input type="checkbox"/> a modern home. | <input type="checkbox"/> a traditional home. |

1 GET READY TO READ ABOUT: Homes of the Future

- A. Work with a partner. Find the words from the Word List in the puzzle and circle them. Then write the words in the correct categories below. Some words can be in more than one category. Add one word to each category.



Word List

bed	oven
ceiling	refrigerator
closet	rug
couch	shower
door	table
dresser	toilet
light	window

Living Room

Bedroom

Bathroom

Kitchen

bed

- B. Think about homes in the year 2050. Use your imagination. Discuss your ideas with a partner. Then share your ideas with your classmates.

In 2050, homes will be very different from homes today. How will they be different?

Example: In 2050, robots will clean homes.

2 BUILD YOUR READING SKILLS: Scanning

Introduction

- A. Look at the picture. How will this man find the most important information on the sign and also catch the bus?



- B. How can you find specific information in any kind of text quickly?

Reading Skill

Scanning means looking for specific information in a text. When you scan, you move your eyes quickly down the page to look for the information. To scan for dates, look for numbers. To scan for names of people or special places, look for capital letters.

Practice Scanning

- A. Scan the paragraph for these numbers. Answer the questions.

1. What happened in 1867? _____
2. What happened in 1959? _____

- B. Scan the paragraph for these names. Answer these questions.

1. What was Louis Sullivan's job? _____
2. Where is Fallingwater? _____

Frank Lloyd Wright designed some of the most famous buildings in the United States. He was a great architect. Wright was born in 1867. He first worked with architect Louis Sullivan in Chicago, Illinois. Then he started his own office in Oak Park, Illinois. He designed many famous homes and buildings. He also thought of many new ideas and architectural techniques. His work includes the house Fallingwater, in Pennsylvania, and the Guggenheim Museum, in New York City. Wright died in 1959. Students of architecture still study his ideas today.

3 WORDS YOU NEED

Read the paragraph. Then match the underlined words from the paragraph to the definitions below.

Most modern homes have many appliances. These appliances do many jobs for people and simplify life. They cook food, clean clothes, and monitor homes—a smoke alarm, for example, monitors smoke and the temperature of the air. Appliances are helpful, but many of them use a lot of energy. This is bad for the environment, or the natural world. Scientists are trying to create better technology for appliances—technology to help appliances use less electricity. Until the new technology is available, people should think about the way they use their appliances and try to use them less often.

1. _____ : science and ideas about how things work
2. _____ : to make something easier
3. _____ : to check and record information about something
4. _____ : the air, water, land, animals, and plants around us

4 USE YOUR READING SKILLS

A. Preview the article on page 117. Answer the questions.

1. What is the topic of this article? _____
2. What does this article have information about? _____

B. Scan the article to answer these questions. Look for the numbers and capital letters.

1. What happened in 1957? _____
2. What will happen by 2030? _____
3. What does the abbreviation MIT stand for? _____
4. Where does Kent Larson work? _____

C. Read the article on page 117. After you finish each part, make a prediction about the next part. Then read the next part.

6 READ

Architects and scientists are working together to plan the house of the future. This article in a science magazine is about their research and ideas.

The House of the Future

Architects in the past and today have the same question: What will the house of the future look like? In 1957, a group of architects showed their idea for "The House of the Future" at Disneyland. It was almost all plastic! Architects today don't want to guess about the future. They are using science to help make their predictions.

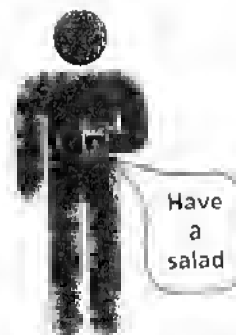
Research Today for Tomorrow's Homes

At MIT (the Massachusetts Institute of Technology), researchers built *The PlaceLab*. It is a one-bedroom apartment. Volunteers live in *The PlaceLab*. Researchers watch the volunteers and study their behavior. This gives the researchers information about people's needs. It also gives them ideas for new technology. They call their ideas *smart house technology*.

Smart House Technology

Smart houses will use computer technology to control the home, to save energy, and to improve people's health. In a smart house, electronic sensors¹ will be in the floors, walls, ceilings, and windows. These sensors will send

information to a central computer. The central computer will then help control the house. It will also monitor the people in the house and give advice. For example, when a person is over his or her ideal weight, the sensor in the floor will "feel" this. The computer will send a message to a cell phone or watch. The message will read, "You should have a light lunch today—maybe a salad." Smart houses will influence every part of people's daily lives.



Life in a Smart House

"Smart houses will help people in many different ways," says MIT architect Kent Larson. Parents will be able to monitor their children better. The house will know about a child's location and activities. Smart houses will also help seniors live independently.² The house will monitor their health and remind them to take medicine. Smart houses will also help the environment. When a room is empty, the computer will turn off the lights, close the curtains on the windows, and change the temperature to save energy. Some of these things are even possible today.

Most of the technology for smart houses—computers, cell phones, sensors—is already available.³ We just need to put it all together. Architects want to start using smart house technology in new houses and apartment buildings. By 2030, researchers say, the "house of the future" will be just another normal house.

¹ built: the past tense of *build*

² sensor: a small electronic device for monitoring sound, light, temperature, etc

³ independently: without help

⁴ available: ready to use

6 UNDERSTAND THE READING

A. Each of these sentences about life in smart houses is incorrect. Cross out all the incorrect words and write the correct words. Look back at the article on p. 117 to check your answers.

1. This article is about houses of the ^{future}~~past~~.
2. The "House of the Future" in 1957 was almost all wood.
3. The PlaceLab at MIT is a two-bedroom apartment.
4. Smart houses use television technology to control the house.
5. Sensors will send people to a central computer.
6. Smart houses will help young people live alone.

B. Work in a small group. Discuss the questions. Write your answers in the correct category of the chart. Then share your answers with your classmates.

In a smart house, a central computer controls and monitors everything and everybody. What are some possible problems with this idea? What are some possible benefits?

Problems

When there is no electricity, nothing works.

Benefits

The house will turn off the lights for you.

7 WORK WITH THE VOCABULARY

A. Choose the best example sentence for each word.

- ___ 1. monitor a. "Maybe my daughter is in her room."
 b. "I always know my daughter's location."
 c. "My daughter likes to play in her room."
- ___ 2. environment a. "Saving energy is good for the Earth."
 b. "Architecture has a big influence on people."
 c. "Cell phones can help us communicate better."
- ___ 3. simplify a. "Computer technology is already available."
 b. "A computer makes my work easier."
 c. "Computers use a lot of energy."
- ___ 4. technology a. "This area has many trees and a lake."
 b. "New appliances need sensors and computer parts."
 c. "My apartment has a two bedrooms and one bathroom."

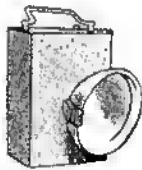
B. Complete the sentences with the correct verb phrase. Circle your answers.
Look back at the article on page 117 to help you.

1. What will the house of the future ___? Probably, it will be very different from today's houses.
a. look at b. look for c. look like
2. When a room is empty, a smart house will ___ the light.
a. turn on b. turn around c. turn off
3. Researchers at MIT want to ___ computer technology and architecture ___ to create smart houses.
a. put . . . together b. put . . . behind c. put . . . down

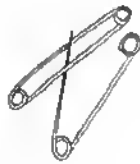
C. Look back at paragraph 3 of the article on page 117. Find the phrase "light lunch." Use the context to help you guess the definition. Check your answer with a partner.

8 GET READY TO READ ABOUT: Inventions

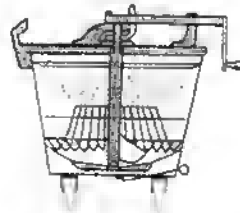
- A. Work with a partner. Look at these American inventions for the home. Read their names below. Match the name of each invention with the correct picture. Compare your answers with your classmates.



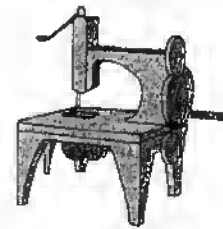
1. ____



2. ____



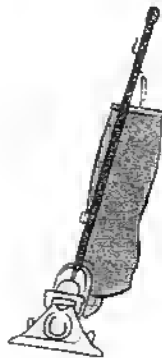
3. ____



4. ____



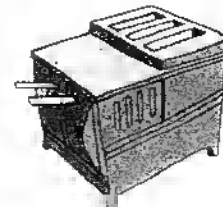
5. ____



6. ____



7. ____



8. ____

- | | |
|---------------|-------------------|
| a. blender | e. safety pin |
| b. dishwasher | f. sewing machine |
| c. flashlight | g. toaster |
| d. hanger | h. vacuum cleaner |
- B. Quiz your partner on the names of the inventions above. Cover the names of the inventions with your hands. Take turns pointing to one picture and asking your partner, "What is it?" Continue until you can each correctly name all the inventions.
- C. Work in a small group. Discuss the questions. Then share your answers with your classmates.
1. Which three inventions from A above are the most useful? Why?
 2. Which three inventions from A above are the least useful? Why?
 3. Which of the inventions in A above do you use? Which don't you use?

9 WORDS YOU NEED

Complete the sentences with the words from the box. Use each word one time.
Check your answers after you read the article on page 122.

a. air conditioning b. can opener c. frozen dinner d. frozen food

1. A lot of food comes in metal cans. To get the food out, people need to use a ____.
2. Some people buy food from the freezer at the supermarket. When they want to eat it, they take it out of their freezer at home and cook it. This kind of food is called ____.
3. Many people don't like to cook. They buy cooked meals from the freezer at the supermarket. When they want to eat one, they only have to heat it, not cook it. This kind of meal is called a ____.
4. In very hot areas of the country, people need to cool the temperature in the house. They use ____.

10 USE YOUR READING SKILLS

A. Preview the Web page on page 122. Answer the questions.

1. What is the topic of this Web page? _____
2. Which invention does it discuss first? _____

B. Scan the article to answer the questions.

1. What happened in 1858? _____

2. Where did Clarence Birdseye visit? _____

3. What did C. A. Swanson have? _____

4. What did Willis Carrier invent in 1902? _____

11 READ

This Web page tells the story of some helpful U.S. inventions for the home.

File Edit View Tools Help
Back Forward Stop Refresh Home

INVENTIONS All Around Us

Canned food and the can opener
Frozen food
Frozen dinners
Air conditioning

Every invention has a story. These stories often have a lesson to teach, too. Here are the stories of some everyday household inventions.

Canned Food and the Can Opener—Get It Right!

Peter Durand invented canned food in 1813, but there was a problem. Durand didn't have a good way to open the cans. In 1858, Ezra Warner invented a can opener. It used a piece of metal to make a hole in the can. Then you pushed the sharp metal around the top of the can. It removed the top from the can, but it was difficult to use. Finally, in 1925, William Lyman added a wheel to the can opener. The sharp metal rolled around the top of the can and removed it easily. Finally, people were able to open cans without a lot of work. Canned food was soon popular.

Frozen Food—A Little Good Luck Can Help!

Clarence Birdseye had the chance to go on a trip to the Arctic.¹ When people there caught² fish, they put the fish in a container of ice to freeze³ it quickly. When people cooked the fish later, it was still good! This gave Birdseye an idea. In 1926, Birdseye invented frozen food. People were able to store food in freezers for a long time.

Frozen Food
Little Good Luck Can Help!

C. A. Swanson had 260 tons⁴ of extra turkey meat and no place to put it. The turkey was not frozen. It was in refrigerated train cars, but the refrigerators only worked when the train moved. The turkey traveled around the country in the train cars while Swanson thought about the problem. Finally, an employee had an idea. "Don't sell the turkey," he said. "Sell a turkey dinner!" They cooked and sliced the turkey. Then they froze it in a metal tray with potatoes and vegetables. In 1953, the frozen dinner (or TV dinner) was born!

Air Conditioning—A Good Solution for Two Problems!

Printing companies make books, so they use a lot of paper. Sometimes, changes in the weather can hurt the paper. In 1902, Willis Carrier invented air conditioning to control the temperature inside his printing company. This saved the paper. People soon realized other benefits of air conditioning. They started to air condition their homes and offices in the summer. Carrier's invention changed the country! Today, 80% of people in the United States use air conditioning in their homes and businesses.



Can opener with wheel

¹ Arctic: the far north of the Earth

² caught: the past tense of catch

³ freeze: to make something as cold or colder than ice

⁴ ton: a measure of weight equal to 2,000 pounds

12 UNDERSTAND THE READING

A. Circle the correct answers.

1. When Peter Durand first invented cans, _____.
 - a. they were quickly popular
 - b. they were difficult to open
 - c. they changed people's eating habits
2. The first can opener _____.
 - a. was a lot of work to use
 - b. rolled around the top of the can
 - c. was very expensive
3. After his trip to the Arctic, Clarence Birdseye invented _____.
 - a. frozen food
 - b. TV dinners
 - c. refrigerated trains
4. Before air conditioning, the temperature sometimes _____.
 - a. hurt cooked and sliced turkey
 - b. hurt printing paper
 - c. hurt canned food

B. Work with a partner. Answer the questions. Scan the article on page 122 for help.

1. Why did William Lyman's can opener work so well?
2. What is another name for Swanson's frozen dinner? Why do you think it has that name?

13 WORK WITH THE VOCABULARY

Look at this word family. Use the context to help you complete the sentences with the correct form.

Verb (present tense)	Verb (past tense)	Noun	Adjective
a. freeze	b. froze	c. freezer	d. frozen

1. Birdseye invented ____ food, and people were able to store it for a long time.
2. Supermarkets store TV dinners in the ____.
3. They cooked and sliced the turkey, then they ____ it in a metal tray.
4. People in the Arctic put the fish in a container of ice to ____ it quickly.

14 GET READY TO READ AND SHARE ABOUT: Unusual Houses

A. Work with a partner. Answer the questions.

House A



House B



1. Which house is ordinary?
2. Which house is unusual? In what ways is it unusual?

B. Work in a small group. Look at this list of words. How many of the words do you know? Put an X next to these words, or look them up in a dictionary.

- | | | |
|----------------|-----------|-----------------|
| ___ roof | ___ stone | ___ family room |
| ___ grill (n.) | ___ deck | ___ hot tub |

15 USE YOUR READING SKILLS

A. You are going to read one part of a magazine article about unusual homes. Read the introduction to the article below. Then answer the questions.

Home

TWO UNUSUAL HOMES

Most people are happy in ordinary houses and apartments. They don't even think about other possibilities. Some people get an idea about a different kind of home, and they work to make their idea a reality. This article is the story of two unusual homes and their owners.

1. What kind of home do most people like?
 2. What kind of homes do the people in this article like?
- B. Preview Part A and Part B of the magazine article on pages 125 and 126. Answer questions 1 and 2. Then scan the two parts for the answers to questions 3 and 4.
1. Why is the Stacys' house unusual?
 2. Why is the Lines' house unusual?
 3. When did the Stacys build their house?
 4. When did the Lines build their house?

Now choose one part of the article to read. Read Part A on page 125 or Part B on page 126.

The Mother Goose House

One day George Stacy asked his wife, Ollie, to cook a goose. He then asked her to remove all the meat. He went with the skeleton¹ to an architect. George Stacy and the architect used it to design a goose house. How did George Stacy get this idea? Nobody knows. He didn't even like geese.

The Stacys built the Mother Goose House from stone. They built it in Hazard, Kentucky, but the stones were from many different places. They worked on the house from 1935 to 1940. It's a two-story house with three bedrooms, a bathroom, a kitchen, a living room, a dining room, and a family room. The rooms are not unusual, but in every other way the house is very unusual. The eight windows of the house are all shaped like goose eggs. One end of the roof has a 15-foot-tall goose's head, with blue headlights² from a car for eyes; the other end has a 10-foot-long tail. The house is round and has small trees around it, so it looks like a goose on a nest.³

It was difficult for the Stacys to build their house. They didn't have much money for it, but they continued to work on it together. Both George and Ollie Stacy are dead now, but you can drive through Hazard and still see their famous Mother Goose House.

¹skeleton: the bones of a whole animal or person

²headlights: the two big, strong lights on the front of a car

³nest: place where birds live and lay eggs

Who can answer these questions about Part A with you? Find a partner. Answer the questions.

Focus Questions

1. What did George Stacy and the architect use to design the house?
2. Why did the Stacys build an unusual house?
3. What is unusual about the Stacys' house?

16 READ PART B

The Tree House

Will and Peggy Line started building the tree house just for fun. Then they had an idea—the tree house could be a good place for guests. On a piece of paper, they made¹ a plan for this guest treehouse.

The Lines built the tree house from 2001 to 2003 from many different kinds of wood. They did all the work themselves. The more they worked on the tree house, the more they liked it. Then they had a second idea—they could live in the tree house!

The Lines' tree house is in the town of Wadena, Minnesota. They built it 14 feet from the ground. It has two stories. There's a main floor with a living room, kitchen, and bathroom. Above that, there are rooms for sleeping. They also built a big deck with holes for the tree's branches.² On the deck, the Lines have a hot tub and a grill. The tree house has water and electricity. It's unusual, but it's a real house. The Lines' mailing address is unusual, too. Their address is just "The Tree House."

The Lines love everything about living in the tree house—listening to the rain on the roof, watching the trees in the wind, waking up with the sun, eating on the deck. They don't miss their old house. And they certainly don't get lonely.³ Every day, people drive by, notice the tree house, and visit the Lines.

¹made: past tense of *make*

²branch: part of a tree, often with leaves

³lonely: unhappy because you are alone

Who can answer these questions about Part B with you? Find a partner. Answer the questions.

Focus Questions

1. Why did the Lines start to build a treehouse?
2. What was their first idea about the treehouse? What was their second idea?
3. What is unusual about the Lines' home?

17 THINK AND SHARE

Organize Your Thoughts

Work with your partner. First, answer the question in the middle about the house in your part of the article. Then answer the other questions starting at the top with "Who?" Write some details for each of the questions on the extra lines. Finish the chart with "Describe."

Who?
Who built it?

Where?
Where did they build it?

How?
How did they build it?

Describe
What are some special things about the house?

Why?
Why did they build it?

What
kind of house is it?

Share Your Information

Who can tell you about the other house? Find a pair of classmates. Then share your information.

1. With your partner, share your answers from the chart above with the other pair of students.
2. Give your opinion of the house in your part of the article.

Share Your Ideas

Discuss the questions with your partner and the other pair of students. Then share your answers with classmates.

Imagine this situation: You can live in one of these houses. Which one will you choose? Why?

18 REFLECT ON: The Home of Your Dreams

A. Read these questions. Then read one student's answers.

Imagine this situation: You can live in the home of your dreams.

1. What kind of home will you live in? How big will it be? Where will it be?
2. Will it be a "smart house"? Why or why not? What "smart" things will it do?
3. Will it be an unusual home? In what ways will be it unusual?

I'll live in a house at the beach. My house will be small, but it will have an extra bedroom for guests. The walls in my house will have many colors. I don't want a smart house. I like to cook and clean. My house will have an unusual roof. The roof will open, like a window. I will see the stars when I go to sleep. I'll have a deck with a table outside. I will eat my meals and watch the ocean.

B. In a small group, discuss the questions.

1. Do you like this student's house? Why or why not?
2. What is your dream house?

C. Now write your own paragraph. Answer the questions in A. Then add some details. You can use the student's paragraph as a model.

5. false; Modeling involves a lot of hard work

Exercise B (p. 72)

1. g 2. c 3. b 4. d 5. i 6. a
7. h 8. e 9. f

9. WORDS YOU NEED (p. 73)

career/job; model/stands and moves to show clothing;
portfolio/photographs from modeling jobs; agent/person can find work for you

10. USE YOUR READING SKILLS

Exercise A (p. 73)

a

Exercise B (p. 73)

c, e

12. UNDERSTAND THE READING

Exercise A (p. 75)

1. e 2. c 3. d 4. a 5. b

13. WORK WITH VOCABULARY (p. 75)

1. c 2. i 3. e 4. b 5. d 6. a

15. USE YOUR READING SKILLS

Exercise A (p. 76)

- it is becoming easier, cheaper and more popular with men
- Alain Duchamp, a businessman and job counselor; Raj Singh, a lawyer in public health

Exercise B (p. 76)

1. against 2. for

16. READ PART A

Focus Questions (p. 77)

- health risks are the most important reason; after cosmetic surgery people sometimes look unnatural; people want to look better but they look worse
- men should accept their big nose; they should love their wrinkles; they should go outside and exercise; they should feel good about their healthy body; they shouldn't think so much about their looks

16. READ PART B

Focus Questions (p. 78)

- cosmetic surgery today is easier, cheaper, and better; every year doctors improve their skills, and now risks are small

- it helps people look better when people look better they feel better; cosmetic surgery can help your career; it can give you an advantage; it can give you more hair, take away wrinkles and give you more confidence

Unit 6 Finding the Right Balance

1 GET READY TO READ ABOUT Introduction

Exercise B (p. 82)

1. c 2. f 3. a 4. e 5. d 6. b

2. BUILD YOUR READING SKILLS

Exercise B (p. 83)

- campgrounds in national parks; campgrounds in state parks; private campgrounds
- the U.S. government
- companies

3. WORDS YOU NEED (p. 84)

1. a 2. b 3. a 4. b

4. USE YOUR READING SKILLS

Exercise A (p. 84)

- camping
- recreational; tent; wilderness

6. UNDERSTAND THE READING

Exercise A (p. 86)

1. a 2. b, c 3. a, b 4. c 5. b

7. WORK WITH VOCABULARY

Exercise A (p. 87)

1. d 2. b 3. a 4. c 5. e

Exercise B (p. 87)

1. b 2. a 3. c

9. WORDS YOU NEED (p. 89)

1. b 2. a 3. a 4. c 5. c

10. USE YOUR READING SKILLS

Exercise A (p. 89)

1. study habits 2. a, b, e

12. UNDERSTAND THE READING

Exercise A (p. 91)

1. c 2. a 3. c 4. b 5. a

13. WORK WITH VOCABULARY (p. 91)

1. d 2. c 3. b 4. a

15. USE YOUR READING SKILLS

Exercise A (p. 92)

1. no

Exercise B (p. 92)

- she went to Africa
- they worked with animals

16. READ STORY A

Focus Questions (p. 93)

- she wasn't ready to sit at a desk all day every day; she wanted adventure
- she taught physics; she helped repair buildings; she helped farmers build better farm equipment
- she found a job with a small company; she works in an office but also travels a lot

16. READ PART B

Focus Questions (p. 94)

- their jobs were OK and they earned a lot of money, but they didn't feel satisfied
- they care for animals
- they feel satisfied; their lives finally have the right balance

18. REFLECT ON: Finding the Right Balance

Exercise B (p. 96)

- the student stayed home and wanted to go out and have fun; he/she wanted more friends; he/she was afraid to talk to people
- the student went to acting class
- he/she found new friends; he/she felt much more comfortable with people; he/she goes out with friends

Unit 7 That's Entertainment

2. BUILD YOUR READING SKILLS

Practice Asking Questions As You Read

Exercise A (p. 99)

1. b

3. WORDS YOU NEED (p. 100)

1. a 2. b 3. a 4. a 5. a

4. USE YOUR READING SKILLS

Exercise A (p. 100)

- the effects of television
- a. Surveys of TV Viewing Habits
b. The Positive Effects of TV
c. The Negative Effects of TV

ercise B (p. 100–101)

1. c 2. b 3. a

UNDERSTAND THE READING

ercise A (p. 102)

1. c 2. d 3. b 4. a 5. c

ercise B (p. 102)

1. c 2. b 3. b 4. b

WORK WITH VOCABULARY

ercise A (p. 103)

1. b 2. a 3. e 4. c 5. d

ercise B (p. 103)

entertainment 4. educational
balanced 5. informative
quality

GET READY TO READ ABOUT

ercise B (p. 104)

1. c 2. a 3. d 4. c

WORDS YOU NEED

ercise A (p. 105)

2. b 3. d 4. a

USE YOUR READING SKILLS

ercise A (p. 105–106)

avertile activities in a small town
small town

ercise B (p. 105–106)

2. a 3. a

UNDERSTAND THE READING

ercise A (p. 107)

2. a 3. b 4. c

WORK WITH VOCABULARY

(p. 107)

aring 3. opportunities
vent 4. loses

USE YOUR READING SKILLS

ercise A (p. 108)

many tourists come to Anity for
vacation every summer; and the
town doesn't want them to leave
boat captain; to kill a shark

ercise B (p. 108)

2. b

READ REVIEW B

is Questions (p. 109)

in special effects

ou don't see the shark much
s so much more than just a
rrier movie; you care about the
characters, so you feel frightened
r them

16. READ REVIEW B

Focus Questions (p. 110)

1. it has good suspense
2. the mechanical shark looks fake; the acting isn't very good; the characters aren't interesting; all of their actions and words are too predictable
3. a shark can't think

Unit 8 The Comforts of Home

WHAT DO YOU KNOW ABOUT HOMES IN THE UNITED STATES?

Exercise A (p. 113)

BR/ bedroom; BA/ bathroom; Kit./ kitchen; LR/ living room; DR/ dining room; Transp./ transportation

1. GET READY TO READ ABOUT

Exercise A (p. 114)

S	H	O	W	E	R	T	J	C	R	I	K
S	L	U	N	B	T	A	A	R	X	Z	G
T	D	Y	L	O	U	B	C	O	U	C	H
I	R	E	W	I	V	L	R	B	L	L	M
R	F	F	R	I	G	E	R	A	T	O	R
O	S	A	U	D	W	H	N	G	B	S	V
H	S	E	G	O	E	J	T	D	D	E	T
S	E	C	O	O	I	O	I	L	E	T	D
A	R	P	N	R	W	I	N	D	O	W	P
F	O	C	E	I	L	I	N	G	H	U	I

Living Room: ceiling, couch, door, light, rug, table, window

Bedroom: bed, ceiling, closet, couch, door, dresser, light, rug, table, window

Bathroom: ceiling, door, light, rug, shower, toilet, window

Kitchen: ceiling, door, light, oven, refrigerator, table, window

2. BUILD YOUR READING SKILLS

Introduction

Exercise B (p. 115)

scanning

Practice Scanning (p. 115)

Exercise A (p. 115)

1. Wright was born

2. Wright died

Exercise B (p. 115)

1. an interest 2. Pennsylvania

3. WORDS YOU NEED (p. 116)

1. technology 3. monitor
2. simplify 4. environment

4. USE YOUR READING SKILLS

Exercise A (p. 116)

1. the house of the future
2. research, technology, and life in the house of the future

Exercise B (p. 116)

1. a group of architects showed their ideas for "The House of the Future" at Disneyland
2. the "house of the future" will be just another normal house
3. Massachusetts Institute of Technology
4. MIT

6. UNDERSTAND THE READING

Exercise A (p. 118)

1. ~~past~~/future
2. ~~wood~~/plastic
3. ~~two bedroom~~/one-bedroom
4. ~~television technology~~/computer technology
5. ~~people~~/information
6. ~~young people~~/seniors

7. WORK WITH VOCABULARY

Exercise A (p. 119)

1. b 2. a 3. b 4. b

Exercise B (p. 119)

1. c 2. c 3. a

8. GET READY TO READ ABOUT

Exercise A (p. 120)

1. c 2. e 3. b 4. t
5. a 6. h 7. d 8. g

9. WORDS YOU NEED (p. 121)

1. b 2. d 3. c 4. a

10. USE YOUR READING SKILLS

Exercise A (p. 121)

1. inventions
 2. the can opener
- Exercise B (p. 121)
1. Ezra Warner invented the can opener
 2. the Arctic
 3. 260 tons of extra turkey meat
 4. air conditioning

12. UNDERSTAND THE READING

Exercise A (p. 123)

1. b 2. a 3. a 4. b

Exercise B (p. 123)

1. he added a wheel to the can opener
2. TV dinner

13. WORK WITH VOCABULARY

(p. 123)

1. frozen 3. froze
2. freezer 4. freeze

15. USE YOUR READING SKILLS

Exercise A (p. 124)

1. ordinary houses
2. unusual houses

Exercise B (p. 124)

1. it looks like a goose
2. it is a tree house
3. from 1935 to 1940
4. from 2001 to 2003

16. READ PART A

Focus Questions (p. 125)

1. a goose skeleton
2. nobody knows
3. the windows of the house are shaped like goose eggs; one end of the roof has a 15-foot-tall goose's head with blue headlights from a car for eyes; the other end has a 10-foot-tall, the house is round and has small trees around it, so it looks like a goose on a nest

16. READ PART B

Focus Questions (p. 126)

1. just for fun
2. the tree house could be a good place for guests; they could live in the tree house
3. it is a tree house; they built it 14 feet from the ground; they built a big deck with holes for the tree's branches; on the deck, the Lines have a hot tub; the mailing address is just "Tree House."

17. THINK AND SHARE

Organize Your Thoughts (p. 127)

The Mother Goose House: What?/a goose house; Who?/George and Ollie Stacy; Where?/Hazard, Kentucky; How?/an architect helped them, they built it from the design of a goose skeleton; Describe/ (Answers vary.); Why? nobody knows; When?/1935-1940
The Treehouse: What?/a tree house; Who?/Will and Peggy Line; Where?/Wadena, Minnesota; How?/they did the work themselves; Describe/ (Answers vary.); Why?/ it could be a good place for guests; When?/ 2001-2003